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ABSTRACT

This paper describes the approach taken at the Oregon Institute of Technology (OIT) for the evaluation of its faculty in conjunction with the OIT administrator evaluation methods. A set of Annual Faculty Objectives (AFO) are established by both faculty and department chairmen. They review divisional and departmental goals and agree on specific objectives to be accomplished in a given year. These objectives reflect four primary functions: 1) instruction, 2) professional development, 3) institutional service, and 4) public service. The form used for this evaluation is presented in this paper. A description of the Faculty Annual Merit Evaluation (FAME) conferences and what is done is summarized. (EB)

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COLORADO STATE UNIVERSITY

FT. COLLINS, CO 80521

FACULTY ANNUAL MERIT EVALUATION AT OREGON INSTITUTE OF TECHNOLOGY

by

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FACULTY ANNUAL MERIT EVALUATION
AT
OREGON INSTITUTE OF TECHNOLOGY

What should faculty evaluation accomplish on your campus? Clarify values? Communicate expectations? Make visible criteria and procedures? Enhance consistency? Recognize excellence?

Over the past twenty-five years Oregon Institute of Technology has developed faculty evaluation to accomplish these and other goals. Teaching and administrative faculty widely support the present approach. It recognizes effective teaching by faculty with up-to-date knowledge and contributing reasonable institutional and public service. It complements OIT administrator evaluation methods and has proven useful for faculty with split administrative-teaching appointments. And it has not required undue time, typically three hours per year for each faculty member.

Annual Faculty Objectives

OIT is committed to evaluating accomplishment in terms of objectives set annually between faculty and department chairman. They review divisional and departmental goals and agree on specific objectives to be accomplished that academic year. These Annual Faculty Objectives (AFO) reflect the four primary functions which Oregon's Administrative Rules specify for evaluating faculty: instruction, professional development, institutional service and public service (1). The form used to record AFO's, presented on the next page, is reported by department chairmen to require about

ANNUAL FACULTY OBJECTIVES - 1975

AGREED ACTION	budget required	completion date	RESULTS -Note objectives where approval, opportunity, or funding was unavailable. -Were major results agreed on reached? To what extent and how well? -Were there problems in getting results? What action was taken?
TEACHING OBJECTIVES			
PROFESSIONAL DEVELOPMENT			
INSTITUTIONAL SERVICE			
PROFESSIONALLY-RELATED PUBLIC SERVICE			

Faculty Member date:	Department Chairman date:	Associate Dean date:

ASSOCIATE DEAN: Return original to Dean's office. These will be returned for departmental review in Spring 1974-75, Fall 1975-76 and for evaluation in Winter/Spring 1975-76.

one hour to complete during their fall conferences.

Faculty Annual Merit Evaluation

Faculty Annual Merit Evaluation (FAME) conferences occur during spring quarter. The FAME form, printed on the reverse of the AFO form, is returned to chairmen with each faculty member's file. Documents such as student evaluations, committee assignments, reports of travel and professional activity, and commendations are included for review. Typically chairmen spend about one hour preparing for the evaluation conference, and another hour discussing results achieved and completing the FAME form. This document, presented on the next page, summarizes varied input from many sources into a composite evaluation for that academic year. It evolved to:

. Emphasize teaching was valued over research and service.
. Establish factors and weights with visible criteria and procedures.
. Communicate qualitative performance expected.
. Enhance consistency and equity between faculty.
. Direct attention and effort to institutional objectives.
. Provide tangible summary of accomplishment.

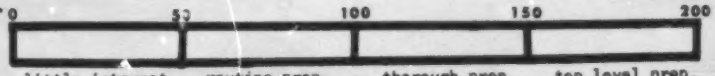
The FAME form provides basic information for review and decisions involving reappointment, merit salary increase, rank promotion, and tenure. Though some of the FAME information may find use diagnostically to identify possible improvement areas, OIT attempts to keep this function separate. Diagnostic evaluation seems more related to faculty

FACULTY ANNUAL MERIT EVALUATION

Annual Merit

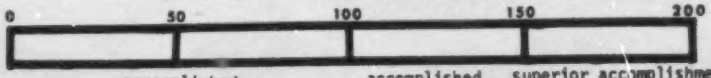
INSTRUCTION

CLASSROOM & LAB TEACHING



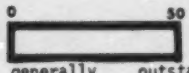
little interest in instructional process | routine prep. usual lecture & outline approach generally up-to-date | thorough prep. new matl. always develops BO's notable lab use | top level prep. highly innovative excellent BO's & lect/lab integration

TEACHING OBJECTIVES



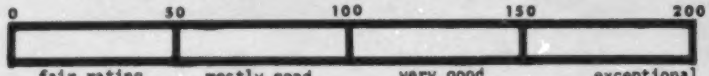
accomplished most objectives moderate difficulty often late | accomplished all objectives exceeded on some prompt, well done | superior accomplishment on very difficult objectives

HELP TO STUDENTS



generally informed & available fair rapport | outstanding advisor always willing & able to help

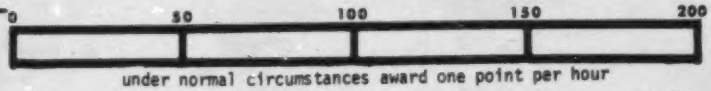
STUDENT SURVEY



fair rating biased, or poor preparation not helpful | mostly good student reaction interesting lect. tests fair | very good student rating encourages students very helpful | exceptional rating sensitive & stimulating

INSTRUCTIONAL SUPPORT

PROFESSIONAL DEVELOPMENT



200 HOURS

under normal circumstances award one point per hour

_____ _____

_____ _____

_____ _____

_____ _____

INSTITUTIONAL SERVICE

100 HOURS

_____ _____

_____ _____

_____ _____

PROFESSIONALLY-RELATED PUBLIC SERVICE

50 HOURS

_____ _____

_____ _____

TOTAL FAME SCORE _____

Department Chairman Comment

_____

_____

Eligible for Promotion in Rank? Yes ☐ No ☐

RECOMMENDATION:

Salary increase of _____ pluses

_____ _____

date: _____ Faculty Member

date: _____ Department Chairman

Associate Dean Comment _____

_____

_____

_____ by: _____ date: _____

Dean Comment _____

_____

_____ by: _____ date: _____

6

1975-76

development and often produces information inappropriate for administrator use in personnel decision making. Philosophically OIT focuses on evaluating faculty strength following development, rather than locating weakness.

The evaluation categories on the FAME form were developed by Faculty Senate committees. These experienced teachers realized isolating an individual's contribution to student learning was extraordinarily difficult. Any selection seemed to involve proxies, but they selected what were thought the most important and appropriate measures for OIT. Seven categories were selected for evaluation. Four, relating to instruction, included classroom and laboratory teaching, teaching objectives, help to students, and student survey results. Instructional support activities which include professional development, institutional service, and professionally-related public service form the remainder of the evaluation.

The weighting assigned each category was established following experimental use in eleven of sixteen instructional departments. Principal modifications included a five percent decrease each in "classroom and laboratory teaching," and "student survey" with ten percent added to "teaching objectives."

Administering "FAME"

Department chairmen play a critical role in evaluating faculty using the FAME system. Since fifty-five percent of the evaluation

depends on accomplishing Annual Faculty Objectives, chairmen quickly learn how they should be written. Specific measurable tasks soon replace vague statements. Clarification of departmental goals and increased delegation occurs. Both chairman and faculty keep more accurate records. The sources and kinds of information collected and general administrative procedures for the various categories are described in the following sections.

Classroom and Laboratory Teaching.

Department chairmen are responsible for consolidating data from several sources to judge the individual's teaching performance in the classroom and laboratory. This category comprises twenty percent of the evaluation. Day-to-day observation of coursework preparation and laboratory activity gives direct information on interest taken in the instructional process. Faculty provide copies of course outlines, performance objectives, study and laboratory guides and manuals, reading lists, examinations, and other instructional materials for review. Requests for film rental, purchase of instructional equipment, supplies, and media ware give additional evidence of teaching improvement.

In a few departments classroom visitation by the chairman provides supplementary information on teaching performance and an opportunity for later discussion about teaching and teaching strategy. Such visits occur with the instructor's consent at a mutually agreed time, most often at the instructor's request.

Opinion from faculty in other departments, special consultants, visiting teams, and advisory boards is sometimes available. When the chairman feels there is sufficient firsthand familiarity for reliable judgment, such data is included in the composite assessment.

Teaching Objectives.

In addition to day-to-day teaching responsibility, faculty members annually establish special objectives for teaching improvement. Accomplishment of teaching objectives is weighted at twenty percent. From a dean's viewpoint, the varied objectives show refreshing stimulation and vitality. Most teaching objectives relate to departmental plans for curricular change designed to assure graduates with necessary skills. Study and development of revised performance specifications, laboratory revision and improvement, and development of new courses and learning center materials are examples of these. Self evaluation and the development of different presentation techniques appear often, as does improvement in specific areas of student evaluation. Some latitude is needed by chairmen in determining when such activities constitute professional development.

Help to Students.

Five percent weighting is given for out-of-class academic assistance given students. Informal observation and student comment are the primary inputs now available to department chairmen. Committee work is proceeding to determine less casual procedures especially

regarding contributions by academic advisors.

Student Survey.

Student evaluation of all faculty in all courses occurs at least one quarter during the year. An institution-wide sixteen-item OIT survey instrument is used with results made available to the faculty member and department chairman. The tabulated data is summarized and statistically analyzed for each item. In addition, a graphical presentation based on a single global item is included showing that faculty member's evaluation in that course compared to all other departmental members, all members within the division, and the entire faculty for that quarter. Faculty may request student evaluation in any course, and retain the results or add them to their personal file. Faculty may also select up to twenty diagnostic survey questions from a bank of seventy questions; these results are returned directly to the individual for personal use.

Department chairmen review the survey results available in the faculty member's file, and judge an appropriate point total. Up to twenty percent of the total evaluation is based on student survey results.

Professional Development.

Faculty development has long been emphasized at OIT. Present policy is that each faculty member must show the equivalent of twelve-weeks continuing professional development during each three-

year period. The FAME system recognizes the first two hundred hours spent on professional growth during any year, corresponding to a twenty percent weighting. Guidelines have been developed on activities to be considered, together with a qualitative weighting for such activities as professional reading. Department chairmen list and review each faculty activity in relation to objectives set earlier. The diversity of faculty activity in teaching, state-of-the-art, and administrative professional development which include engineering, industrial, and allied health technologies, and all manner of arts and sciences, is simply staggering. Possibly no aspect of FAME use stimulated faculty more than professional development. And faculty requests have forced development of broader opportunity and increased staff career support.

Institutional Service.

A ten percent weighting is given contribution of committee, commission, and taskforce activity by faculty. Advising student social and professional organizations, and performing administrative work within departments is also recognized here. Department chairmen list and review such activities, and award points for the first one hundred hours of service contributed. Studies are proceeding to identify methods by which qualitative judgments can be improved. Presently little input from committee chairmen reaches the department chairman.

Professionally-Related Public Service.

The five percent weighting given public service, and the definition of "professionally-related" have without doubt attracted more faculty comment than any other category. A blue-ribbon committee simply could not satisfy the value judgments of the entire faculty. However, guidelines are available which chairmen use in judiciously assigning up to five percent of the points for the first fifty hours of contributed public service.

Observations on "FAME"

FAME apparently satisfies more faculty, whether teacher or administrator, than any approach previously used. Evaluation criteria varied widely or were difficult to discover. Department chairmen much prefer the structured consistent approach and report it a useful planning aid. Faculty appreciate the recognition received for professional improvement and service to the campus and civic community.

Faculty appear to support the categories selected. When FAME was in an advanced draft stage, the Teaching Research Division of the Oregon State System of Higher Education began a system-wide study on Assessing Faculty Performance. The campus analysis phase included studies on thirty-three factors which faculty perceived to be important in evaluation for promotion and tenure, contrasted to factors they preferred for evaluation. This third-party study identified many factors OIT faculty preferred for evaluation; the top six based on

rank order are listed in Table I (2). Five of the six were already represented in the FAME format.

Table I. TOP SIX EVALUATION FACTORS PREFERRED BY OIT FACULTY

Preference Order

1. Innovative effort in teaching.
2. Evidence of student learning.
3. Effort to remain current in discipline.
4. Evaluation by department chairman.
5. Support of departmental policy and goals.
6. Student rating of instructor performance.

FAME includes evaluation in two categories the faculty prefer be given slight consideration in promotion and tenure: departmental, institutional, and system-wide committee work; and service to local and/or state community. Another category--help to students--was not one of the factors directly studied, though several items such as "availability to students," and "advising undergraduates" were included. None of the indirect measures for out-of-class academic assistance to students were strongly preferred evaluation factors. The low weighting FAME gives these factors is consistent with OIT faculty preferences.

Implementation of both the Annual Faculty Objectives and subsequent Faculty Annual Merit Evaluation occurred with scarcely any

negative comment. FAME use has stimulated contribution of service to the institution and the community, and significantly increased professional development activity. But the benefit most frequently mentioned is "Now I know what's expected and where I stand."

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